



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE PROBLEM OF SCHOOL MANAGEMENT.

EVERY person having charge of a school is confronted with this problem: "How can I best conserve the school forces and bring them into harmonious relations so that the children's interest may be properly protected and the best possible conditions for growth be procured?" There are four factors which enter into the consideration of this problem: the pupil, the teacher, the parent, and the supervisor. Each has rights which all of the other forces must respect. A lack of harmony between any two of these produces a disturbed condition, which has a detrimental influence throughout the whole system. The supervisor must take the initiative in the socialization of these forces; upon him devolves the solution. The school progresses in proportion to his powers of socialization; he must be a social being by birth, education, or adoption.

A teacher once gave to a history class composed of small boys this meaningless expression: "The principal cause of the Civil War was non-intercourse between the North and South." In time the boys lived the meaning into these words; they saw that all troubles have their source in the misunderstanding of conditions and circumstances. In school life the expression applies to all forms of dissension and strife, and the problems of school management today would almost entirely disappear were it not for the non-intercourse among the four factors above cited.

Allow me to present my thought in a word-picture. In a large majority of the schools of today children enter the first day in September, fifty of them in a room presided over by a comparative stranger. This stranger has been told through her training, or has learned by experience, that for disciplinary purposes the children must be kept busy. The first day she usually places a large number of arithmetic problems on the blackboard. She knows that this device will mechanically hold the attention of the class until she can get her bearings. There is no attempt at mutual acquaintanceship. The teacher is not permitted to sit down with her pupils and talk with them in a social way, as

she would were she just introduced into a group of fifty young people; the children would become too noisy. She would not be allowed to go out with her children under a neighboring tree or upon the playground and talk with the young people, thus establishing a mutual friendship before the presentation of tasks. She must gain her acquaintance through the children at work and force labor upon her charge during the whole day, until the gong sounds the time for dismissal, when all must leave the building at once. Tired and exhausted, the teacher takes her keys to the office, hangs them on the keyboard, passes out without receiving or giving even a "good night," and goes home to think of the tasks she must put before the pupils the following day. She gets her keys the next morning without passing the compliments of the day with anyone, walks into her room with an air of forced sternness, thinking that her appearance may awe the pupils into submission, and starts the day's work with a determination to conquer or die. Thus is established her daily routine of labor.

The supervisor thinks he must sustain the dignity of his position, and so does not take the trouble to meet his teachers and pupils each morning as he would meet mutual friends, but attempts to impress the whole school with his businesslike attitude. The parent enters the building for some purpose, and meets the supervisor, each attempting to appear as condescending a trifle, and not for one moment does either realize the great mutual relations that exist between them.

If school is the preparation for life, why should we not attempt to bring all of its factors into proper relations, be guided by accepted rules of etiquette, meet each other as we would were we friends as we should be, and deal with each other like intelligent human beings? If the supervisor could meet his teachers, and the teachers meet their pupils, on common ground—meet them as friends, treat them as friends, politely, pleasantly, socially; in fact, if they could bring all the school forces into a harmonious social unit, there would be no problems of school management.

O. J. MILLIKEN.